

# **The Team Developer: An Assessment and Skill Building Program**

## **Student Feedback Report (Sample)**

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## INTRODUCTION

First of all, congratulations! You are about to receive feedback that will help you to become a more effective team member. This report summarizes information provided by you and your fellow team members in response to the recent Team Developer survey. In addition, for the first time, you can compare other team members' ratings of you from this administration of the survey and from the last administration. Most of your feedback is being provided according to four team effectiveness dimensions: Collaboration, Communication, Decision Making, and Leadership. Each dimension is defined in greater detail later in the report.

This report has been prepared specifically for you. Its purpose is to provide you with feedback and assist you in your growth and development as a team member. With these objectives in mind, the following pages coordinate information about how you perceive yourself as a team member, let you know how others have perceived you, and provide you with suggestions for enhancing your effectiveness.

**This report contains your results for each team you belong to. The team-specific results are in Section 4, Item Ratings by Dimension.**

The report's contents are organized into the following sections:

- 1 **How to Use This Report**  
Suggestions on how to make the most of the feedback the report provides.
- 2 **Interpreting the Results**  
Guidelines for understanding the report's numerical rating scale and general definitions of each team effectiveness dimension.
- 3 **Dimension Overview**  
How others assessed you on the team effectiveness dimensions.
- 4 **Item Ratings by Dimension**  
Your self rating, and the average team member rating for each item on the Team Developer survey for this administration and last administration. (Items are grouped by dimension and subdimension.) Also, self and team rating averages for each dimension and subdimension.
- 5 **Development Suggestions**  
Insights, suggestions and recommended activities to strengthen your effectiveness within a given dimension.
- 6 **Development Plan**  
A planning sheet for you to complete. This will enable you to address development areas identified in your feedback.

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## 1 HOW TO USE THIS REPORT

Receiving feedback is always helpful, but sometimes the process can be difficult. In order to get the most out of the information in this report, consider the following:

- As stated in the introduction, the purpose of this report is to assist in your development. Therefore, focus on how this information can help you improve and solve problems.
- Your feedback is essentially a "snapshot" of how you and others perceive your behavior. Whether this picture changes is largely up to you.
- You may be surprised by how others have assessed your performance as a team member. Even if you do not agree, accept the feedback as their perceptions and try to acknowledge that who you appear to be is at least part of who you are.

Use this report as a tool to help you further explore your performance as a team member. As you review the report, compare your self-ratings with how the other team members rated you. Also look at any changes in how others rated you from the last administration and follow up on the report's feedback by seeking clarification from others. Finally, use the feedback and the development suggestions to help define specific action steps you can take to improve your effectiveness.

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## 2 INTERPRETING THE RESULTS

### Rating Scale

All numbers that appear in this report are presented in terms of the five-point scale that appeared on the Team Developer survey. An interpretation of the scale points is shown below.

Above 4.0 = Strength
3.0 - 4.0 = Adequate Effectiveness
Below 3.0 = Development Area

The scale interpretation (strength, adequate effectiveness, or development area) applies to ratings for dimensions, subdimensions and individual items. Recall that the scale in the Team Developer survey also included an option for “Does Not Apply.” You will see the letters “DNA” in this report whenever all those responding felt that an item did not apply. Also, throughout the report, an “X” appears wherever responses were not provided at all.

### Rounding

Because results are based upon all available data and are rounded to one decimal place, the average rating shown for a single dimension may not always equal the result of averaging the numbers shown for the items within that dimension.

### Dimension Definitions

As mentioned in the Introduction, the items that make up the Team Developer survey are grouped into four dimensions. Each dimension is defined below. Listed along with the definitions are several subdimensions.

- **Collaboration**  
Demonstrating a commitment to the team’s overall purpose, helping team members to identify mutual objectives and working cooperatively and constructively with others both inside and outside the team, actively participating in team activities, showing support and encouragement for fellow team members. (Subdimensions: Managing Conflict, Creating a Team Environment, Commitment to Team Goals, Coaching & Support, Customer Focus.)
- **Communication**  
Helping to sustain an environment where people feel free to speak candidly, articulating ideas clearly and concisely, listening and demonstrating an understanding of others’ perspectives. (Subdimensions: Providing & Accepting Feedback, Open Communication/Active Listening, Influencing Others.)
- **Decision Making**  
Gathering and weighing alternatives when addressing an issue, working with the team toward resolution, promoting innovative thinking, ensuring that a rationale forms the basis for the decisions made. (Subdimensions: Planning & Analysis, Innovation & Risk Taking, Judgment/Using Facts.)
- **Leadership**  
Utilizing appropriate styles, methods and procedures to direct individuals and the team toward goal achievement; modeling and modifying behavior as required to achieve results while being sensitive to individual and group processes. (Subdimensions: Establishing Direction & Standards, Empowering Others, Personal Integrity & Respect, Commitment to Quality, Technical Learning.)

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## 3 DIMENSION OVERVIEW

Shown below is a rank order listing of how others rated your effectiveness as a team member. This rating is based on a 1 to 5 scale. Remember, these are averages of the other team members' ratings of you. They do not include your self ratings.

<b>Dimension</b>	<b>Average Team Ratings</b>	<b>Scale Interpretation</b>
Communication	3.6	Adequate Effectiveness
Collaboration	3.4	Adequate Effectiveness
Decision Making	3.1	Adequate Effectiveness
Self Management	2.9	Development Area

Don't think that just because a dimension has been designated a "development area" that you have no skill in that dimension. Also keep in mind that a rating of "adequate effectiveness" or even "strength" does not mean that you should stop looking for ways to maintain or further improve your effectiveness. To get a more complete understanding of your performance within a dimension, refer to the individual item responses in the next section.

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## 4 ITEM RATINGS BY DIMENSION

This section lists every item on the Team Developer survey by dimension and subdimension and provides the following information:

- Dimension Definition
- Dimension Ratings - An average of your self ratings and an average of all other team members' ratings of you for each dimension. These ratings appear in bold type opposite the dimension definition.
- Subdimension Ratings - An average of your self ratings and an average of team members' ratings of you for each subdimension. These ratings appear in bold type opposite the subdimension name.
- Item Ratings - Your ratings of yourself for each item and the average of all other team members' ratings of you for each item. These ratings appear in regular type opposite the item.

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## 5 DEVELOPMENT SUGGESTIONS

This section provides several recommendations for improving your performance in each team effectiveness dimension. You should especially focus your attention on the lowest rated dimensions in Section 3, your Dimension Overview. As you read through the suggestions, highlight or place a checkmark beside those that seem most relevant. Remember, these are only suggestions to guide your developmental efforts. You should also consider getting additional suggestions from team members, friends and your supervisor.

### COLLABORATION

#### Managing Conflict

- Look at conflict as a difference of ideas and opinions rather than as a personality issue.
- State your points clearly and concisely. Avoid lecturing to convince others that you are right.
- Get feedback from peers and colleagues about your effectiveness in handling conflict in group situations.
- Allow others to vent their frustrations. This will help people, including you, get down to problem-solving. Try to talk about your frustrations rather than show them.
- Use a neutral third party (such as a peer, a human resources representative, or a group process observer) to help work through problems.
- Paraphrase the positions held by others to ensure that the conflict is not just a misunderstanding and to show that you understand their perspectives.
- Look for underlying causes that may be the basis for conflict. If you think there may be other causes, quietly ask someone questions like, “Is something else bothering you?” or “Have we clarified all the issues?”
- If tensions are getting too high, ask for a break so that people can cool off and the discussion can remain level-headed.
- Try to identify objectives and perspectives you have in common with the other party. Build upon the things you have in common to come up with potential win/win solutions.

#### Recommended Readings

*Collaborating: Finding Common Ground for Multi-Party Problems* by Barbara Gray. San Francisco: Josey-Bass, 1989.

*Conflict in Organizations: Practical Solutions Any Manager Can Use* by Steve Turner & Frank Weed. Englewood Cliffs, NJ: Prentice-Hall, 1983.

*Managing Conflict: Interpersonal Dialogue and Third Party Roles* (2nd ed.) by Richard E. Walton. Reading, MA: Addison-Wesley, 1987.

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## DEVELOPMENT SUGGESTIONS

### Creating a Team Environment

- Welcome opportunities to collaborate with others on tasks or projects.
- When helping to plan team objectives, try to determine and incorporate people's personal goals.
- Compliment others when you think they have done a good job.
- Look for ways to involve other team members during discussions. Open ended-questions and reflective listening can be helpful.
- Actively seek others' input on and opinions of your work.
- Become familiar with the roles and responsibilities of fellow team members.
- Avoid pre-judging others' ideas and suggestions.
- Learn about others by asking them about their interests. Similarly, share information about yourself that is beyond the scope of the team's project.
- Seek small opportunities to build acquaintances with team members: coffee, lunch, planned social activities.
- Offer to help another team member who seems to have a lot of work or is struggling with a difficult problem.

### Recommended Readings

*Team Players and Teamwork: the New Competitive Business Strategy* by Glenn Parker. San Francisco: Josey-Bass, 1990.

*Developing Superior Work Teams: Building Quality and the Competitive Edge* by D.C. Kinlaw. San Diego: University Associates Inc., 1991.

*Team-Based Organizations: Developing a Successful Team Environment* by J. Schonk. Homewood, IL: Business One Irwin, 1992.

*The Team Handbook* by P.R. Scholtes. Wisconsin: Joiner Associates, 1988.

*The Different Drum: Community-Making & Peace* by M. Scott Peck. New York: Touchstone Books, 1988.

### Commitment to Team Goals

- Make certain that you are in agreement with others about the team's overall purpose and major objectives.
- Try to determine how your personal goals relate to the team's goals. Make a list of the ways they are consistent with one another. Make a separate list of any ways they are incompatible.
- Learn about other members' personal goals. Look for ways to integrate them with your own. Do the same with team goals.
- Think about what other sorts of changes or activities would help you feel more enthusiastic about your work. Determine which ones are directly under your control and which require the assistance of others. Develop a plan to make some of these changes and activities happen.
- Let others know that you are interested in challenging projects and personal growth.
- Demonstrate initiative by suggesting ways to enhance or modify team objectives and going beyond what is expected on projects/tasks.

### Recommended Readings

*Thriving on Chaos: Handbook for Management* by Tom Peters. New York: Alfred A. Knopf, 1988.

*Principle Centered Leadership* by Stephen R. Covey. New York: Simon & Schuster, 1989.

*The Seven Habits of Highly Effective People* by Stephen R. Covey. New York: Simon & Schuster, 1989.

*Goal Setting: A Motivational Technique That Works!* by Edwin A. Locke & Gary P. Latham. Englewood Cliffs, NJ: Prentice-Hall, 1984.

### Coaching & Support

- Acknowledge people's feelings as having a significant impact on the way they perform.
- Compliment others when you think they have done a good job.
- Provide feedback and constructive criticism when you feel someone has not done well, but avoid being overly judgmental in your day-to-day interactions.
- Ask others directly how things are going for them.
- Communicate in a non-threatening way that you are available and willing to provide feedback and expertise.
- Try to determine the kinds of resources that others may need to complete a task. Do what you can to help them obtain what is needed.
- Pass along to others books, articles, and other developmental suggestions that you think may be helpful.
- Encourage people to focus on constant improvement by acknowledging their efforts to correct mistakes or enhance their skills.

### Recommended Readings

*People Skills* by Robert Bolton. New York: Touchstone Books, 1986.

*A Passion for Excellence* by T. Peters & N. Austin. New York: Random House, 1985.

*Bringing Out the Best In People* by Alan Loy McGinnis. Minneapolis, MN: Augsburg Publishing House, 1985.

*Executive Talent: How to Identify & Develop the Best* by Tom Potts & Arnold Sykes. Homewood, IL: Business One Irwin, 1993.

### Customer Focus

- Make lists of the needs you think your customers have. Ask your team members to do the same and then compare lists. Finally, ask your customers what their needs are and note the differences between your lists and what they say.
- Keep a file of articles, annual reports, and marketing research on each of your customers to stay aware of their businesses.
- Make it a habit to ask your customers, "How you are doing?" and listen actively to what they say.
- Make a commitment to return customer calls on the same day you receive them.
- Alone and as a team, brainstorm about how to satisfy customers.
- Review everything you do against the question, "How does this contribute to meeting customer needs?"
- Treat internal customers with the same care and respect you would give to external customers. Think of your fellow team members and staff as customers too.
- As a team, develop a statement that defines and expresses your service commitment. Consider both customer and employee expectations when developing the statement. Try to make it something "upbeat" and easy to remember.

### Recommended Readings

*Achieving Excellence Through Customer Service* by John Tschohl. Englewood Cliffs, NJ: Prentice-Hall, 1991.

*Total Customer Service* by William H. Davidow & Bro Uttal. New York: Harper Perennial, 1990.

*Customers for Life: How to Turn that One-Time Buyer into a Lifetime Customer* by Carl Sewell & Paul B. Brown. New York: Doubleday Currency, 1991.

*The Service Edge: 101 Companies that Profit from Customer Care* by Ron Zemke. New York: Penguin Books, 1989.

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## DEVELOPMENT SUGGESTIONS

### COMMUNICATION

#### Providing & Accepting Feedback

##### (Providing)

- When giving feedback, focus your comments on the specific issues and behaviors, not the person. At no point should the person's self-worth be questioned or challenged.
- Avoid describing people's performance in terms of general traits. Instead, give specific, behavioral examples to make your point clear.
- Try to keep feedback immediate. Avoid long delays between the time something happens and your response.
- Let team members know how their behavior is affecting the behavior of others and the team's ability to accomplish its objectives.
- Provide positive feedback as well as negative feedback. Try to provide positive information first.
- When possible, let people know up front (before they begin a project or task) what's important and what they will be evaluated on.
- Involve the person receiving feedback in identifying problems and developing solutions. Plan on encouraging the person receiving feedback to speak at least as much as you do. Ask open-ended questions such as, "What do you think went well?" or "What do you think should be done differently?"

##### (Accepting)

- Focus on how feedback can help you deal with particular problems. Try not to perceive it as personal criticism.
- To reduce defensiveness when receiving feedback, stay focused on the issues. Ask yourself: "Do I understand what is being said?" "Can I do something about this issue?" "What would happen if I acted on this feedback?" "What additional information would be helpful?"
- Restate to people what you think they have said to demonstrate or confirm understanding.
- Make it a point to regularly solicit informal feedback from your team members and supervisor.
- Even if you disagree with feedback, accept it as reality for the person giving it.

#### Recommended Readings

*The One-Minute Manager* by Kenneth Blanchard & Spencer Johnson. New York: Berkeley Publishing Group, 1987.

*A Handbook of Communication Skills* by O. Hargie. New York: New York University, 1986.

*Goal-Setting: A Motivational Technique that Works!* by Edwin A. Locke & Gary P. Latham. Englewood Cliffs, NJ: Prentice-Hall, 1984.

### Open Communication/Active Listening

- Determine in advance which individuals will play a key role in a project's or task's success. Make deliberate efforts to keep them informed.
- Set aside some time at meetings for people to raise issues not formally listed on the agenda. In addition, ask people what they would like to know.
- Make sure that someone acts as a "recorder" at meetings and that meeting minutes are regularly distributed to team members.
- Seek people's input when establishing agendas and ask their opinions during meetings. Use open-ended questions to get people to elaborate on their thoughts. Begin questions with words and phrases like "what," "how," or "please describe." Avoid closed-ended questions that lead to yes or no answers.
- Create a non-threatening atmosphere by discouraging personal criticisms or negative generalizations such as "that's a dumb idea" or "it'll never work" during team meetings. In addition, allow people time to express contrary points of view.
- Remain sensitive to times when others are experiencing difficulty or pain in their personal lives. Express your concern personally or by sending a note or card.
- Make certain you have truly heard and understood what someone is saying before responding. Devote your efforts to comprehending the other person's meaning as opposed to thinking up a response.
- Use body language to help communicate your willingness to listen. Establish consistent eye contact. Maintain an open posture by trying not to fold your arms across your chest or cross your legs.
- In addition to the words, pay attention to the emotions someone is communicating. Be aware of nonverbal cues and the ways people say things.
- Restate and paraphrase what people have said to confirm and clarify understanding. Look for additional ways to help others clarify ideas or suggestions.
- Avoid doing other work when someone is talking to you. If you are too busy to give someone your full attention, say so and ask to schedule another time to speak.
- Let people know if they are talking too fast or you are not clear about what they're saying. Encourage others to do the same when you are speaking.

### Recommended Readings

*High Involvement Management* by Edward E. Lawler III. San Francisco: Jossey-Bass, 1987.

*I Hear You: Listening to Make You a Better Manager* by Eastwood W. Atwater. Englewood Cliffs, NJ: Prentice-Hall, 1982.

*People Skills* by Robert Bolton. New York: Touchstone Books, 1986.

*Listening Your Way to Management Success* by Allan A. Glatthorn & Herbert R. Adams. Glenview, IL: Scott Foresman & Company, 1983.

*We've Got to Start Meeting Like This* by Roger K. Moswick & Robert B. Nelson. Glenview, IL: Scott Foresman & Company, 1987.

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## DEVELOPMENT SUGGESTIONS

### Influencing Others

- Try modeling the techniques and behaviors of those you consider to be highly influential.
- Prepare for meetings in advance. Try to determine ahead of time where you think you can make important contributions.
- Look for opportunities that give you a chance to lead a group and influence others.
- Ask peers/colleagues for feedback on how persuasive and influential you are. Ask them how you can become more so.
- Make a commitment to speak your concerns during meetings and use clear, concise language to communicate your position. Keep a log of issues on which you do and don't mention your concerns. Include in the log the reasons you think you did or didn't fully express your position.
- Be one of the first people to offer ideas in meetings.
- View yourself as someone who has something valuable to contribute to others. Think of yourself as a leader.
- Be prepared with data and facts to help make your points.
- When negotiating, try to state your position in positive terms. For example, talk in terms of what you will do rather than what you won't do.

### Recommended Readings

*Power & Influence: Beyond Formal Authority* by John P. Kotter. New York: The Free Press, 1986.

*How to Sell Your Ideas* by Jesse S. Nirenberg. New York: McGraw-Hill, 1989.

*Influence Without Authority* by Allan C. Cohen & David L. Bradford. New York: John Wiley & Sons, 1990.

*Getting to Yes: Negotiating Agreement Without Giving In* by Roger Fisher & William Ury. New York: Penguin Books, 1981.

*Getting Together: Building Relationships as We Negotiate* by Roger Fisher & Scott Brown. New York: Penguin Books, 1988.

*You've Got to Be Believed to Be Heard* by Bert Decker. New York: St. Martin's Press, 1992

*How to Create High Impact Business Presentations* by Joyce Kupesh & Pat R. Graves. Lincolnwood, IL: NTC Business Books, 1993.

## DECISION MAKING

### Planning & Analysis

- Prioritize the important decisions you have to make during a particular time period. Work on them in order.
- Don't try to solve large or complex problems all at once. Plan to address them over an extended period of time.
- Gather as much information as possible, but avoid getting bogged down in details.
- Seek input from those closest to a problem and those most likely to be affected by the way it is solved. Determine in advance who those individuals or groups are.
- From time to time, list all the possible solutions in order to help you identify additional alternatives.
- Try to rephrase a problem in different words to help uncover alternatives.
- Take the time to double check the facts, figures and data upon which you will make a decision.

### Recommended Readings

*Brain Power: Learn to Improve Your Thinking Skills* by Karl Albrecht. Englewood Cliffs, NJ: Prentice Hall, 1987.

*The Mind of the Strategist: Business Planning for Competitive Advantage* by Kenichi Ohmae. New York: McGraw-Hill, 1982.

*Strategic Management & Organizational Decision Making* by Alan Walter Steiss. Lexington, MA: Lexington Books, 1985.

*Effective Business Decision Making* by William F. O'Dell. Lincolnwood, IL: NTC Business Books, 1991.

### Innovation & Risk Taking

- Avoid making decisions without thinking of more than one alternative. To help you generate a list of possibilities, take an occasional break. When you resume working, begin by redefining the problem and try approaching it from a different perspective.
- Draw pictures of problems instead of writing them down.
- Read material outside your main areas of expertise or normal interests. This may help you to develop new perspectives on problems.
- When evaluating alternatives, ask yourself (and others) "Why not?" instead of "Why?"
- Talk with others inside and outside your team to see how they have solved similar problems.
- Try not to take yourself too seriously when working on a problem.
- Think of yourself as innovative and creative.
- Try to approach other team members with possible solutions rather than just presenting them with the problem.

### Recommended Readings

*A Whack on the Side of the Head: How to Unlock Your Mind for Innovation* by Roger von Oech. New York: Warner Books, 1983.

*If It Ain't Broke...Break It* by Robert J. Kriegel & Louis Patler. New York: Warner Books, 1991.

*The Creative Edge* by William C. Miller. Reading, MA: Addison-Wesley, 1990.

*40 Years, 20 Million Ideas: The Toyota Suggestion System* by Yugo Yamada. Cambridge, MA: Productivity Press, 1991.

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## DEVELOPMENT SUGGESTIONS

### Judgment/Using Facts

- To avoid making decisions too quickly, first assess whether an immediate response is absolutely necessary. Ask yourself, “What is the worst thing that could happen if I waited to make this decision?”
- If you tend to delay making decisions, set time limits for deciding. Push yourself to meet the deadline. You may want to begin by practicing with some relatively low-risk decisions. After you have built up confidence, use the approach for more important decisions.
- Accept the fact that there is a certain amount of risk in making any decision.
- Be willing to change your position if new information is presented later.
- Try to approach other team members with possible solutions rather than simply presenting them with the problem. Try to determine whether they agree or disagree with the solutions you’ve proposed.
- View problems in terms of how they will impact the people involved.
- Accept the fact that you will seldom have all the information you would like to have.

### Recommended Readings

*Making Judgments, Choices & Decisions in Business: Effective Management Through Self-Knowledge* by Warren J. Keegan. New York: Wiley & Sons, 1984.

*Managerial Decision Making* by George P. Haber. Glenview, IL: Scott Foresman & Company, 1980.

*Whatever it Takes: Decision Makers at Work* by Morgan W. McCall Jr. & Robert E. Kaplan. Englewood Cliffs, NJ: 1985.

*Judgment In Managerial Decision Making* (2nd ed.) by Max H. Boyerman. New York: John Wiley & Sons, 1990.

## LEADERSHIP

### Establishing Direction & Standards

- Establish goals, priorities and timelines before beginning a new project.
- Communicate your plan to others and be open to suggestions.
- Make certain that new team members understand their individual roles and the team’s overall purpose.
- Let people know up front what you expect from them.
- Identify things you like and don’t like about a particular change. Try to determine why you feel this way.
- View your and others’ resistance to change as a problem to solve, not as a character flaw.

### Recommended Readings

*The Purpose Driven Organization: Unleashing the Power of Direction and Commitment* by Perry Pascarella and Mark A. Frohman. San Francisco: Josey-Bass, 1989

*The Change Masters* by Rosabeth Moss Kanter. New York: Simon & Schuster, 1983

*Thriving on Chaos: Handbook for Management Revolution* by Tom Peters. New York: Alfred A. Knopf, 1988.

*Goal Setting: A Motivational Technique That Works!* by Edwin A. Locke & Gary P. Latham. Englewood Cliffs, NJ: Prentice-Hall, 1984.

### Empowering Others

- Share your success as an individual with the team.
- Involve other team members in every aspect of the strategic process. Obtain their input on the team's vision, strategy, objectives and tactics.
- Continually review the key strengths and weaknesses of each person on your team. Look for ways to best utilize their strengths.
- Seek the input and opinions of others' when defining problems, developing alternatives and making decisions.
- Make a list of the activities for which you are responsible. Determine which are those only you can perform, those that can be shared with others, and those that can be delegated. From time to time, review the extent to which you have shared or delegated the appropriate activities.
- Make a conscious effort to entrust others with the appropriate authority and responsibility. Let people know when you believe in their ability to get the job done.

### Recommended readings

*No-Nonsense Delegation* by D.D. McConkey. New York: AMACOM, 1979.

"Managers and Leaders: Are They Different?" by Abraham Zaleznik. *Harvard Business Review*, March/April 1992.

*The Empowered Manager: Positive Political Skills at Work* by Peter Block. San Francisco: Jossey-Bass, 1987.

*High Involvement Management* by Edward E. Lawler III. San Francisco: Jossey-Bass, 1987.

### Personal Integrity & Respect

- Make a list of some of your most important convictions. Develop another list describing how those convictions have influenced decisions you have made. Develop the same kind of list for decisions you will soon be making.
- When taking a contrary position to others, start by saying that your view may be unpopular and then explain why you feel it is an important perspective.
- Develop a habit of arriving 10-15 minutes early for meetings and appointments.
- Help to ensure that you follow through on commitments by establishing deadlines and noting them on your calendar. Learn to say "no" if there is a good chance you won't be able to follow through on a request.
- Lead by example.
- Be prompt in responding to people's phone calls, notes and other requests for information.

### Recommended Readings

*Principle Centered Leadership* by Stephen R. Covey. New York: Simon & Schuster, 1989.

*Right on Time! The Complete Guide for Time-Pressured Managers* by Lester R. Bittel. New York: McGraw-Hill, 1991.

*The Seven Habits of Highly Effective People* by Stephen R. Covey. New York: Simon & Schuster, 1989.

*Off the Track: Why & How Successful Managers Get Derailed* by Morgan W. McCall Jr. & Michael M. Lombardo. Westport, CT: Greenwood Press, 1985.

*Managers Talk Ethics: Making Tough Choices in a Competitive Business World* by Barbara Ley Toffler. New York: John Wiley & Sons, 1991.

*On Becoming a Leader* by Warren Bennis. Reading, MA: Addison-Wesley, 1989.

### Commitment to Quality

- Emphasize the development of processes and procedures that improve effectiveness. Avoid focusing on individual team members at the causes of problems.
- Establish standards and criteria such as checklist, timelines, quality guidelines and specific goals to evaluate *how* work is being done.
- Try not to get locked into a routine simply because it is familiar. Constantly look for ways to do things differently.
- Establish a definition of quality with other team members. Use that definition as a standard for your work.
- Regularly seek input from others outside of your team (customers, internal clients, upper level management, etc.) on what they expect from your work. Ask for feedback on how you and your team are doing.
- Be patient. Acknowledge that instilling and sustaining a commitment to quality takes time.
- Obtain information about total quality management from professional groups and industry organizations with which you are affiliated.

### Recommended Readings

*Commitment to Quality* by Patrick L. Townsend. New York: John Wiley & Sons, 1990.

*Driving Fear Out of the Workplace: How to Overcome Invisible Barriers to Quality, Productivity and Innovation* by Kathleen D. Ryan and Daniel Oestrich. San Francisco: Josey-Bass, 1991.

*Deming Management at Work* by Mary Walton. New York: Putnam, 1991.

*Kaizen* by Masaki Imai. New York: Random House, 1986.

*Quality, Productivity and Competitive Position* by W.E. Deming. Cambridge, MA: MIT Center for Advanced Engineering, 1982.

*Kaizen Teian 2: Guiding Continuous Improvements Through Employee Suggestions* edited by Japan Human Relations Association. Cambridge, MA: Productivity Press, 1992.

*Juran on Leadership for Quality* by J.M. Juran. New York: The Free Press, 1989.

### Technical Learning

- Ask your team members and co-workers for feedback on your two or three strongest and weakest technical areas.
- Volunteer for technically challenging projects and ask for assignments outside of your own functional area.
- Join professional associations in your field and attend seminars and conferences to help you build skills.
- Make sure your team members know about your areas of technical expertise and tell them you are available to help them learn and to work on projects. Similarly, ask others to help you in their areas of expertise.
- Identify potential mentors outside of your management chain who can help you learn and develop.
- When you return from a conference or workshop, prepare a report summarizing what you have learned and share this information with team members. Let them know you are available for further discussion and questions.
- Stay on top of changes in technology by reading professional publications, talking with others in your field, and attending workshops. Look for ways you and your team can apply these innovations.
- Regularly look over library listings for new books and other materials related to your field. Ask library staff to contact you when they receive something related to your line of work or area of interest. In addition, let other team members know when you come across materials they might find interesting or useful.
- Take advantage of electronic networks and information services—like Prodigy and America OnLine—that allow you to receive information about specific topics and communicate with others who share your interests.

### Recommended Readings

No reading materials are listed for this section because of the specialized nature of many occupational and technical areas. For detailed information about your area of expertise, contact your library, professional/trade associations, local universities, and the training department in your organization.

## 6 DEVELOPMENT PLAN

Now it's time to decide how you are going to act on the information provided in this report. Use the planning sheet on the next page to address the development areas identified in your feedback. If necessary, make copies of the form.

To use the planning sheet, describe the development area you want to focus on in the first column. Rather than working on an entire dimension all at once, try to select development areas related to specific survey items. In the second column, list the action steps you will take to improve your performance. You may want to look back to the development suggestions you checked or highlighted as you do this. Also, obtaining additional input from team members, friends or your supervisor can help you prepare more effective action steps. For example, your supervisor, who is familiar with your report, may be able to involve you in projects that will aid in your development or direct you toward additional resources. Finally, record your target completion dates in the third column.

You will have more success in improving your performance if your action steps define *precisely* what you are going to do. You want to avoid vague, general action steps that are difficult to measure. With clear action steps, you can determine whether you've met, exceeded, or fallen below your objectives. It also helps to have more than one action step for a particular development area. Examples of vague and specific action steps are shown below to guide you as you write your own development plan.

Development Area	Action Steps	Completion Date
<p><i>Persuading others to adopt my views.</i></p>	<p>Vague: <i>Present better. Think out arguments in advance of each meeting.</i></p>	<p>5/14</p>
	<p>Specific: <i>1) Prepare in advance a fact-based argument to support my position on XYZ issue. Seek time to present my position at our next meeting.</i></p>	<p>5/14</p>
	<p><i>2) After the meeting, seek feedback from two other people on the impact of my argument.</i></p>	<p>5/18</p>
	<p><i>3) Read <u>How to Sell Your Ideas</u>.</i></p>	<p>5/31</p>
<p><i>Generating alternative solutions.</i></p>	<p>Vague: <i>Be more creative by thinking about things from different perspectives and talking to people from other backgrounds.</i></p>	<p>6/30</p>
	<p>Specific: <i>1) Prior to making a decision on XYZ, seek the input of at least three people whose backgrounds are different from one another and from my own.</i></p> <p><i>2) During the next month, keep a notebook handy to write down new ideas. Review my ideas once a week with a view toward how they will help our team solve problems.</i></p>	<p>6/15</p> <p>6/30</p>

TEAM DEVELOPER  
DEVELOPMENT PLAN

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